

WORD READING PRACTICE – Review & New Word Introduction

for Game 1 (and later games)

- a. We're going to play a new fun game today, but first you need to read words that will be in the games. Some words you know and some are new.
- b. (Touch under **t** in **teach**.) This is a new word, **teach**. What word? (Slash under **teach**.) "teach." Yes, **teach**. Now sound it out **WITH** me. (Touch under sounds, except small "a" as you BLEND and say in one breath the word slowly:) "**tēēech**." What word? (Slash under **teach**.) "teach." Remember the word, **teach**.
- c. (Touch under **t** in **teacher**.) This word looks almost the same as the first word, **teach**, but it has a different ending. (Point under **er** in **teacher**.) Look at this underlined part. What sound? "urrr." Yes, **urrrrr**. (Point under **t** in **teacher**.) So what's the word? (Slash under the **teacher**.) "teacher." Yes, **teacher**.
- d. (Cover with a post-it or finger of left hand the **st** of **stand**. Point with a right hand finger to **and** of **stand**.) Look at the underlined part of this word. (Check.) That's a little word you know, but sound it out to yourself if you need to. (Pause.) What's the little word? (Slash under **and**.) "and." Yes, **and**. (Uncover **st**.) Now sound out the whole word to **WITH** me. (Touch under sounds, as you BLEND and say in one breath the word slowly:) **ssstaaannnd**. (Repeat until child firmly blends with you.) What word? "stand." Good, **stand**. Remember that word for the game.
- e. Now **YOU** touch under the word at the top of the **NEXT** list. (Check that child is touching under **says**.) It's a funny word. Touch under the sounds and sound it out **WITH** me. "**sss yēēsss**." Yes, that's how we **SOUND OUT** the word. Here's how to **SAY** the word, **says** (sěz). How do we **SAY** the word? "says." Now touch under each sound and **SOUND OUT** the funny word by yourself. "**sss yēēsss**." How do we **SAY** the word? "says." Good, **says**!
- f. Touch under the **NEXT** word. (Check that child touches under **do**.) You've read this word before. It's another funny word. Sound it out to yourself, then **SAY** the word. (Check and pause about 3 seconds and if needed say: **do**.) What word? "do." Good, **do**. (Correct errors using procedure in step e.)
- g. Touch under the **NEXT** word. (Check that child touches under **go**.) This is a word you've read before. Touch under the sounds and say them to yourself, then **SAY** the word. (Check and pause about 3 seconds and if needed, say: **go**.) What word? "go." Good, **go**. (Repeat step g for: **up**, **if**, **it**.)
[To correct if child misreads a word, tell the correct word, have child say the word, sound out the word, say the word again, and then re-read the list.]
- h. Now it's your turn to touch under and read all the words fast. (Check finger and responses.) Good, you read all the words correctly!
- [To correct word-reading errors, point to the word: The word is ____, What word? "____." Start from the first word point under each word and read the list, then read all 3 lists. (Repeat until 100% correct.)]

tē_ach
tē_acher
stand

says
do
gō

up
if
it

INTRODUCTION TO CHILD

PLAYING GAME 1

- a. Now we're going to play the new game. For the game, I'll be the teacher and you'll be the game player. First you're going to **READ** the game sentence, then you'll **SAY** it without looking, then I'll ask you some questions about it, and last we'll **PLAY** the game. Here we go!
- b. Look at and touch under the first word. (Check and correct if needed.) Now touch under each word and read to the period of the sentence. "if the teacher says go, stand up." Great, you read all the words of the sentence correctly!
[**To correct** any word reading errors: The word is ____, What word? "____." Start from the first word and read the sentence again. Repeat until 100% correct.]
- c. It's **MY TURN** to read that sentence with expression to the period. (Point to the comma.) I'm going to take a breath when I come to this mark called **comma**. Touch under the first word. (Check child's finger.) **YOUR'RE** going to touch under the words and the **comma** as I read. (Read sentence smoothly and expressively, pause a second or two at the comma.) If the teacher says **go**, (Pause.) **stand up**.
- d. Now **YOU'RE** going to touch under each word, take a breath at the comma **AND** read to the period with expression **WITH** me: "If the teacher says **go**," (pause) "**stand up**." (Repeat until your child touches under words, firmly reads the item **WITH** you and with expression, pausing and taking a breath at the comma.)
- e. **YOUR TURN** to touch under the words and read with expression by yourself. Go! (Check and correct if needed.)
- f. Now, touch under words and read them again so you can remember them and then say them without looking. (Check and correct if needed.)
- g. Look up at me and **SAY** the sentence **WITH** me: "If the teacher says **go**," (pause) "**stand up**." (Repeat until your child firmly says the item **WITH** you and with expression.)
- h. Say the sentence by yourself. (Check that child is looking at you. Correct if not firm.)
- i. This time, touch and read the sentence to yourself, then look up at me when you know...**WHAT** you're going to do and...**WHEN** you're going to do it.
- j. (When child looks up at you, say:) Do you know... **WHAT** you're going to do and... **WHEN** you're going to do it? (If child indicates readiness, say:) OK, time to answer some questions.
- k. **WHAT** are you going to do if the teacher says **go** "Stand up." Right!
[**To correct**, have child reread the sentence and ask the question again. If child still does not respond correctly, you read the sentence, exaggerating words that are the answer.)
- l. **WHEN** are you going to **stand up**? "if the teacher says GO." (or "when the teacher says GO.")
[**To correct**, have child reread the sentence and ask the question again. If child still does not respond correctly, you read the sentence, exaggerating words that are the answer.)
- m. Now we're ready to play the game. I'm the tricky teacher, so pay attention and don't get fooled! Listen: **go**! (Child should immediately stand up; if not repeat steps **l-m**: re-read sentence and answer questions, then replay game.)
WHY did you stand up? "Because the teacher (you) said go." Great!

if the tēacher says "gō," stand up.